



The Bulletin

Mary Washington College of the University of Virginia



ESTABLISHED 1927

MONDAY, MAY 17, 1965

FREDERICKSBURG, VIRGINIA

YWCA Adopts New Project Drops Big-Little Sister Program

By PAULA PARKER

After much debate, the Campus Social Service Committee of the YWCA has decided to eliminate the traditional Big-Little Sister program at MWC.

The Y feels that there is no longer a need for such a program, and it gives numerous reasons for its decision. There have been many complaints by Freshmen that their Big Sisters have not carried out their functions, such as writing letters to them in the summer. It is upsetting to one girl to be ignored by her Big Sister when her roommate or other friends have better relationships with their Big Sisters. Personality conflicts have also been important in the failure of the Big-Little Sister program. For example, numerous cases have been before Judicial Council in which the girl being tried has blamed her Big Sister's influence for her actions.

The Y feels that despite the elimination of the program the benefits which have been gained from it in the past will be compensated for. A Freshman in need of advice may refer to her Freshman Counselor. Many of the local churches have initiated Big-Little Sister type programs and the YWCA is anxious to encourage and aid these programs and to encourage other remaining churches to adopt the same type of program. The letter which each Big Sister is supposed to have written to her Little Sister during the summer is replaced by the prospective stu-

dent aid book, "Among the Columns." All necessary information concerning dress, activities, and other aspects of campus life are included in the book.

In eliminating the Big-Little Sister program the Campus Social Service Committee has adopted a new project. It plans to renovate the Tapestry room in the basement of Seabeck. The purpose is to provide a place for students to go with dates on Saturday nights. There will be music, refreshments, and hopefully occasional entertain-

ment provided by students. Next fall, the committee will call on people with talent, and anyone may audition to perform in the Tapestry room. **The Y stresses that this project will be done strictly on a trial basis.**

September 21, 1965, will be the opening night for the new Tapestry room. That night will be for Freshmen only, but thereafter it will be open to all students. No definite plans have been made for remodeling the Tapestry Room as yet.

New Orientation Schedule Increases Faculty Contacts

By ZANEY THOMAS

For the past several weeks a SGA committee has worked with ideas and suggestions from the administration, faculty, and students to improve the orientation program for the entering freshmen. Heading this Orientation Committee are Lynn Williams, chairman and Anne Meade Claggett, assistant chairman. Other members include Jan Garner, Lynn Ruby, and Tina Palmer. The newly proposed orientation program aims at a well-rounded schedule which will include equal emphasis on the academic and social opportunities of college life.

The counselling program has been slightly revised. A new method of handbook orientation will be used next year. During

the summer a copy of the SGA Handbook will be sent to all entering freshmen along with a list of questions which the Handbook and Orientation Committee feel are most pertinent.

During the first few days of school the Freshmen Counsellors will lead a discussion on the Handbook, and later they will give the handbook test to their freshmen. Honor Counsellors will maintain their duties of previous years, and they will have three counselling sessions before the Honor Code test is given.

A new approach to the academic aspect of orientation will include a guest speaker to talk on the subject "Why Educate Women in Liberal Arts." This assembly will be open to everyone on campus. On the same evening, Sept. 14, a Faculty Fireside will take place in the freshmen dorms. This is also another new feature of the orientation program; 25 professors have agreed to assist in this program. Each professor will conduct discussions on the book **All the Kings Men** and this will take place on each individual hall in the freshmen dormitories.

For the first time a suggested reading list will be sent to incoming freshmen during the summer. This list consists of 12 books which have been recommended by professors from several departments on campus. Reading of these books is not mandatory, but the Orientation Committee will strongly encourage that the freshmen read **All the Kings Men** so that they will be better able to participate in the Faculty Fireside.

SUGGESTED READING LIST

1. Jacques Barzun—**The House of Intellect**
2. Peter L. Berger—**The Noise of Solenn Assemblies**
3. James M. Burns—**The Deadlock of Democracy**
4. Ralph Ellison—**Invisible Man**
5. Sigmund Freud—**A General Introduction to Psychoanalysis**
6. Eric Fromm—**The Art of Loving**

(See READING LIST, Page 3)



Judy Hensley



Linda Potter

Hensley, Potter to Head Battlefield, Epaulet Staffs

Rising seniors Judy Hensley and Linda Potter will head the staffs of the Battlefield and Epaulet next year.

Joan Dennehy, an Art History major from Alexandria will assist Judy as editor of the Battlefield, and Diane Dederer, an English major from Summit, New Jersey, will serve as assistant editor of the Epaulet.

Judy Hensley was assistant editor of the Battlefield this year. She is a math major from Roanoke. Linda is an English major from Oxford, Connecticut.

Business manager for the Battlefield will be Joan Muse, a Political Science major from Arlington. Leslie Stonecliffe, will be photography editor. She is a pre-medical sciences major from Acton Centre, Massachusetts.

The Battlefield class editors have also been announced. Greg Sheehan of Richmond will edit the Senior section, Kathryn Brinn of Newport News will edit the Junior section, and Barbara Moore will be in charge of the Sophomore section. Kathryn and Greg are both English majors.

An English major from Fanwood, New Jersey, Aileen Laughlin will manage the Battlefield's copy. Louise Ewing, a math major from Newport News, will be in charge of typing.

In charge of captions will be Martha Poole. Martha is a Sociology major from Charlotte,

North Carolina. Managing advertising will be Carolyn Hogeland, a Psychology major from Fredericksburg.

Linda Spangler will serve as Circulation Manager, and Ann



Joan Dennehy

Perinchief will manage the Battlefield's publicity. Linda is from Front Royal. Ann is from Mt. Holly, New Jersey. Both are math majors.



Diane Dederer

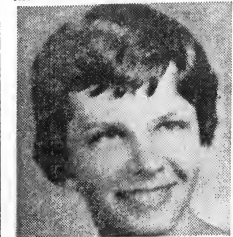
Freshman Dormitories Get Senior Assistants

Vera Wilson and Kathaline Reuter, both rising seniors, have been named Senior Assistants for Virginia and Willard for next year.

"A Senior Assistant is a senior who is assistant to the Head Resident. In the Freshman dormitories she is also a 'counselor's counselor'. She assumes the same duties as a Head Res-

ident and acts to "create rapport in the dormitory and keeps the various functions running smoothly."

Vera is president of the French house this year. She is a member of Mortar Board and the French Club. She has also



Vera Wilson

been a member of the chorus and program chairman of the Newman Club.

Kathy was this year's president of the Spanish House, and was on the Hockey Team. She has also been an Honor Counselor and a student aid.

Senior Assistants are appointed by the administration.



Kathaline Reuter

ident—especially when the Head Resident is not there," explained Vera.

Kathy added that the Senior Assistants also acts as the "co-ordinator of Junior counselors"

SGA Announces New Committee Chairmen

By MARY KLINE

The SGA has officially accepted the new committee chairmen for the 1965-66 school year and has announced two new committees, the Orientation and Academic Affairs committees.

Heading the **CAMPUS EVALUATION** committee will be Mary Ann Gusler. This committee is designed to function as a research unit. Its purpose is to cull and assess student opinion as well as to evaluate current campus programs and policies.

The **CULTURAL AFFAIRS** committee, headed by Barbara Moore, serves as a source of

information concerning the numerous opportunities available to MWC.

The chairman for the **ELECTIONS** committee will be Susan Brown and she will be assisted by Barbara Bishop. The duty of conducting campus wide elections and freshman class elections is invested in this committee.

Janet Heidinger will serve as chairman of the **HANDBOOK** committee and editor of the Handbook. Cathy Cantwell will assist her. This committee re-

(See COMMITTEE, Page 4)

Editorials

The Last Days

And it came to pass early in the morning of the last day of the semester, there arose a multitude smiting their books and wailing. And there was much weeping and gnashing of teeth, for the day of judgment was at hand and they were sore afraid. For they had left undone those things which they ought to have done, and there was no help for it.

And there were many abiding in the dorm who had kept watch over their books all night, but it naught availeth. But some there were who arose peacefully for they had prepared for themselves the way, and had made straight the path of knowledge. And these wise ones were known to some as the burners of the midnight oil, and by others they were called curve lousers.

And the multitudes arose and ate a hearty breakfast; and they came into the appointed place and their hearts were heavy within them. And they had come to pass, but some to pass out.

And some of them repented of their riotous living and bemoaned their fate, but they had not a prayer. And at the last hour there came among them one known as the instructor, he of the diabolical smile, and passed papers among them and went upon his way.

And many and varied were the answers which were given, for some of his teachings had fallen among fertile minds, others had fallen among the fellows, while still others had fallen flat. And some there were who wrote for one hour, others for two, but some turned away sorrowful. And many of these offered up a little "bull" in hopes of pacifying the instructor, for these were the ones who had no prayer. And when they had finished they gathered up their belongings and went away quietly, each in his own direction, and each one vowing to himself in this manner: "I shall not pass this way again, but it is a long road that hath no turning."

Selah!

Reprinted from *The Gettysburgian*

Student Body Has Grown

Dead week has come and gone, and exams are upon us . . . yet there is lacking on the campus the atmosphere of subdued panic that usually makes itself felt at this time of year. Although all-night term paper sessions did occur during dead week, and though there will be all-night study sessions during the week to come, the student body as a whole seems to be facing this exam period with a great deal more equanimity than in previous years.

This attitude of calm could, and we hope is, symptomatic of a new perspective on the part of MWC students. It is just possible that during the past year, while so very much has been expected of us in the way of meetings to revise Constitutions, convocations, concert series, and bull session, to discuss and chastise errant newspapers, that we have achieved some of that maturity that has been frequently discussed.

It is just possible that we have begun to learn to budget our time so that we can include extra-classroom activities in our schedules with a little less strain and mid-night oil.

If this is the case, the prognosis for the 1965-66 school session can be nothing but great . . . and a regret that the Seniors and transferring students must leave Mary Washington at such an exciting stage of her development.

L.G.B.



Adapted with permission from the Richmond Collegian



LETTERS TO THE EDITOR

Dear Editor:

We have noted our campus newspaper's endeavors to create an interesting, informative, and stimulating news media. However it must be pointed out that the student body at Mary Washington has only one printed means of communication—the *Bullet*. This newspaper is financially supported through a common student activities fund.

We feel that because of our common interest in our newspaper we can recommend that certain journalistic standards be upheld by its staff. We agree that issues of general interest to the student body should be printed whether these issues are controversial or not. It is the manner of presentation that we now question. Opinionated articles should be balanced with each faction receiving some coverage. No article should be printed unless it contains information obtained from reliable sources and substantiated by fact.

Commentaries are a vital part of any newspaper, but they should clearly indicate that the opinions expressed therein are those of the individual reporter not those of the student body at large.

The standards of our newspaper should reflect respect for the basic personal integrity of each member of our faculty, administration and student body. Just criticism is of infinite value, but critical vindictiveness based on rumor and/or fallacious interpretation should and must be cut from any responsible newspaper. Constructive criticism after thorough investigation of the facts is a step toward essential growth. Wanton criticism based on a desire to invoke discontent can result not in the desired improvement, but in a regression of student-student relationships, student-faculty relationships and student-administration relationships.

Our plea is not to restrict the freedom of the press but to use this freedom with responsible judgment and good taste. Therefore, we respectfully petition that the *Bullet* staff re-examine its own statement of policy.

Sincerely,

Kitty Sheane, Faye Leonard, Jean Saxon, Joan Muse, Susan

Petersen; Martha Poole, Judy Hensley, Marcia Cury, Robin Pond, Ann Perinchief, Nancy L. Herring, Bicky Wood, Anne Bresnahan, Flo Daniel, Linda Martin, Fran Cox, Diane Dodson, Nancy Kemper, Mary Gayle Pettyjohn, Felicity Anne Hallanan, Betsy Hudgins, Joyce Epley, Ann Alrich, Anne Sinclair, Vicky Mason, Judith Stoller, Sue Worley, Gayle Atwood, Helen Holland, Sara Rieger, Beverly Payne, Penny Davis, Sally Anderson, Ulangtip Buphavate, Edie Goldberg, Ginny Wade, Debbie Robson, Susie Pedigo, Pat Rankin, Betty Spain, Nancy Hamilton, Susan Lohr, Liz Almy, Doris Brown, Christian Parrish, Laura Griffin, Lynn Bard, Kay Dawson, Judy Hodges, Joanne Lott, Katherine Harrison, Susan Lee, B. Susan Wolff, Harriet McGavock, Carol Simmons, Anne Plummer, Sandra Phillips, Joan Peatross, Virginia Hughes, Martha Mitchell, Judy Sutherland, Beverly Porter, Bobbi Bishop, Carol Hamblett, Eva Teng, Glenn McNulty, Murray Roberts, Patricia Boyette, Nancy Shackelford, Genevieve Lee, Sheane, Annie Laurie Newman, Barbara Butler, Sandy Aitken, Bette Rose Passamanek, Mary Helen Watkins, Pattie Tuggle, Mary Jane McManus, Virginia L. Bateman, Janet Head, Marty Seigel, Jane G. Farrar, Kathy Goddard, Nancy Alford, Virginia Kjeldsen, Judy Lukmine, Chris Wilson, Susan Cutler, Lee Reddy, Marie France Bast, Sandra Hutchinson, Pat Lewars, Linda Spangler, Annette Maddra, Lynn Smith, Marsha Gordon, Yvonne J. Milspaw, Debbie Owen, Rebecca Fletcher, Marlene Altizer, Jean Ratliff, Joye Prier, Barbara H. Hill, Susan Provost, Pat Williamson, Susan Foster, Kathy Fowler, Peggy Beeler, Louise Stevens, Bobbie Hamblett, Jane Burriss, Carol Ann Delano, Rose Kizer, Martie Cocks, Patty Green, Sharon Tobler, Blair Hoffman, Elaine Henry, Linda Sherman, Anne E. Heiline, Linda Glynn, Pat Story, Anne Shotwell, Susan Clarke, Nancy Gebhardt, Jeanne Ball, Marie Fox, Ann Piggott, Pat Eldridge, Carolyn Martin, Stephanie Spritzer, Ellen Donenfeld, Peggy Wilkerson, Betty Adams, Martha Jo Dillard, Deborah Hewa, Charlotte Culler, Ann Moore, Rebecca Humphries, Kitty Rhodes Grey, Katherine Smith, Susan Davidson, Barbara Lynne Sweeney, Martha Hancock, Barbara Jones, Aileen Laughlin, Ann Boatright, Sherry Jackson, Gail Osborne, Kitty Downs, Pat Brown, Irene Hedegcock, Jane C. Crim, Pamela Ware, Marsha Fretwell, Nancy W. Ferguson, Sallie Galloway, Annie Lou Moon, Joan Cuccias, Emily Cosby, Julie Armbrister, Margaret Ross,

(See LETTERS, Page 3)

Relationships

Faculty student relationships and student-faculty relationships . . . sure topics of conversation in any panel discussion, debate, or bull session. Recent analysis of the hinderances to successful, thoughful conversations between faculty members and students have most often articulated the idea that faculty and students are too carefully segregated in too many instances, both in and out of the classroom; in seminar discussions, there are THE faculty participants, and there are THE student participants, and the twain very seldom meet. Even in the C-Shop, the friendly professor is regarded as an eager beaver who dares to cross the "boundary" and the adventuresome student is a goodygoody who is in the process of earning enough "brownie points" to pass a course.

We suggest that if the problem of faculty-student relationships is to be solved, there must be a lowering of barriers. And since mealtime is regarded as an excellent opportunity for relaxed conversation, perhaps the logical places to begin with are the campus eating facilities. Would it be heresy to suggest that the faculty not be given table service in the C-Shop, but that they stand in the same line with students? (This would, of course, necessitate a streamlining of C-Shop ordering procedures.) Or that they be allowed to sit (Heaven forbid!) anywhere in the C-Shop? Or that arrangements be made whereby the harder faculty members might eat in Seacobeck with the students? Or that head residents who currently eat in Seacobeck mingle with the students rather than grouping at the first table in each dining hall.

These suggestions concerning faculty-students relations are centered specifically around student watering holes, and for a very specific reason: mealtime, particularly, seems to be one period in the day when both faculty and students have time to sit down and relax and talk, and such an opportunity for chatting—if indeed we really do want to chat with our professors—should not be wasted.

L.G.B.

Everybody's Happy!

The Bullet

Mary Washington College of the University of Virginia

Fredericksburg, Virginia

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Letters, con't.

(Continued from Page 2)

Frances Cook, Ann Gallmeyer, Donna Gates, Marrión White, Devan Oldfield, Margie Chas, Judy Strawbridge, Donna Robinson, Judy Holcomb, Jean Chaitin, Joanne Kanick, Karen Williams, Patricia Herbsleb, Martha Ann Crown, Judy Blum, Alexis Ball, Judith Schindele, Joanne Pruett, Susan Kelly, Joanne Bartlett, Pat Bergin, Charnell Williams, Jessica McDonald, Becky Cash, Susan Greene, Pat Jenkins, Ellen Jones, Janet Hayes, Susan Jay, John Ann Kales, Carolyn Davies, Carolyn Sue Richardson, Henrietta L. Spoons, Jean Eley, Mollie E. Fornes, Patti Frappier, Jan Gotsch, Dorothy A. Wilkins, Martha Firebaugh, Kathy Burke, Janice Robinson, Phyllis Cavado, Helen Simpson, Diane Nottingham, Sarah Nagedt, Judy Cox, Sandra Joyner, Carol Jensen, Lynn Barnett, Ginny Griffith, Julie Mackall, Mary Ann Atkins, Betty Jean Matthews, Carolyn Dunn, Tina Palmer, Kitty James, Sue Spencer, Kirt Moody, Mary Kay Greenhagen, Florence Reese, Jane Wolfe, Lucille Cascio, Joan McKenna, Leslie Stoneliff, Diane Linker, Jo Ann Izenour, Patricia Frayee, Linda P. Miller, Sue Nottingham, Candace Caughey, Jean Hague, Patricia Payne, Michelle Spicknall, Katherine C. Dodd, Marilyn Ann Hewitt, Saralyn S. Judd, Marjorie A. Miller, Judy Adams, Barbara Winn, Anne Mitchell, Cecilia M. Fazzi, Mary Bartha, Cheryl Madison, Jeanne Johnson, Joan Clayton, Caroline Rann, Camella Quast, Betty Hoffler, Joan Patnitza, Betty Birkhead, Carol Williams, Mary K. Copper, Jane Guill, Martha Hauglum, Margie Emmons, Sallie Anne Vaughan, Mary Sale, Carole Turner, Caroline Hasty, Mary Kay Newcomb, Barbara Bradford, Janice Wright, Joan Hughes, Barbara Smith, Nelle McLaughlin, Carol Muldoon, Nancy Watson, Charlotte Pitt, Karen Proutman, Vivian Crater, Sharon Johnson, Dixie Kopfler, Barbara Watts, Carolyn Parsons, Kathy Ormond, Lynda Badran, Donna Lamberth, Betty MacCubbin, Susan Lewis, Lori Haig, Bar-

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Editor's Note: The Bulletin staff acknowledges and appreciates the time and thought put into the above letter, and will consider its contents in planning future issues.

Dear Editor,

The Senior Class is glad to see that the Bulletin has acquired a "backbone". However, is it not possible to combine courage with courtesy? In an adult society, it is considered, rude and ungracious to qualify one's gratitude with unconstructive comments. The committee's first consideration was to select a gift which would be useful to and appreciated by the entire student body. Suggestions would have been welcomed and certainly more beneficial before the decision was made, not after.

In criticizing the gift, the editor failed to mention the memorial scholarship fund, also being established by the class. We hope that this will be a stimulus to further academic achievement at Mary Washington College!

Senior Class Executive Committee
Sara Ellis
Edith Goldberg
Pat Hartman
Ellen Jones

Lisa Corder
Mary Montenecourt
Devon Oldfield

Dear Editor,

Have you ever heard of looking a gift-horse in the mouth? Members of the Senior Class
Yes. That's precisely what we did.—Ed.

Dear Editor,

Lately a lot of discussion about the lack of intellectualism on campus has taken place. Many students have complained that the level of conversation here is intellectually low, and the editorialists of *The Bulletin* have criticized students who confine their conversations to dates, dresses, and the dining hall. This criticism is to some extent valid. A college student's interests should not be limited to boys, clothes, and food; however, a college student should not feel that she has to assume an intellectual front in order to impress her peers. It is good for a student to discuss an intellectual subject because she is genuinely interested in it; but it is bad for her to discuss an intellectual subject because she wants to impress other people with her intelligence. Those who prefer not to discuss deep subjects most of the time should not be made to feel, therefore, that they have to discuss deep subjects in order to keep their classmates' respect; this smacks of intellectual snobbery. If students at MWC are as mature as they claim to be, they should be able to choose topics of conversation enjoyable to themselves and to allow others to do the same. Let us not, in our enthusiasm for intellectualism, turn MWC into a community of intellectual hypocrites and snobs.

Sincerely,
MURPHY DAVIS

Dear Editor,

Much has been made over the article by Mack the Knife which appeared in the last issue of *The Bulletin* and I, too, would like to add my voice to the general uproar. Taking a somewhat different approach to the matter, however, I would like to commend and applaud *The Bulletin* staff:

1. For displaying the courage to speak out—even at the risk of subjecting itself to criticism—on issues it felt were of interest, and importance to not only this campus, but society at large.
2. For making a mistake in factual information and having the courage to admit it.
3. For exhibiting the wisdom to react intelligently and rationally on the basis of that mistake and for having, again, the courage thus to react.

I sense among us those who now shake I-told-you-so heads and feel secure in believing that any individual, any organization daring to stray from the herd of conventional thought, speech, or action is doomed to err and therefore fall in ignominious defeat. Judging from a historical standpoint, however, I would but caution any of this belief to be wary of those "non-conformists" who make thoughtful mistakes and follow them up with thoughtful corrections—such dissenters have at times displayed remarkable resiliency and have indeed bounced back with better, sounder, more constructive criticism of the ever-perfectible status quo.

Begging the indulgence of any pessimists, I maintain my stand in the opposite camp, predicting and expecting continued positive progress from *The Bulletin* in its (See LETTERS, Page 6)

Critic's Corner



By MAGGIE KNIGHT

The MWC Players ended their season last week with not only the best production of the year but (the most poignantly beautiful. Euripides' "The Trojan Women" was both esthetically pleasing and historically enlightening.

Nothing was lacking in this performance. Every moment was either action or emotion packed. The play opened on Posiedon, played by George Van Sant, and Athene, played by Becky T. Nunn. These two dramatically set the scene for the desolation of Troy.

Meade Andrews as the tragic Queen Hecuba mourning the Spartaan takeover of Troy, wove tenderness and dignity into the tragedy. Meade's performance was professional, although at times her movements were too tense. This left us somewhat exhausted by the end of the play. However, she was nonetheless the embodiment of the bitter, defeated Queen who through numerous disasters, retained her royal pride.

Brenda Koon, as Cassandra burst onto the stage in enraged but melodic madness, captured the audience, and too soon was whisked away, the audience still in the palm of her hand. A description here would be inadequate. Jim Neal as Talthybius, although somewhat mechanical and stiff at first, later warmed up and turned out good performance. Gigi Grill as Andromache more than once brought tears to our eyes. As she lost her child Astyanax (Angie Houston), we felt as if the child were not only being torn from her,

but from us, too.

Special commendation rightfully goes to Bud Helman who accepted the role of Menelaus shortly before the play opened. Bud injected a military dignity and stature into the part. Special credit, at this point, also should go to Angie Houston who took the role of Astyanax after an hour's rehearsal on opening night. Nancy Wishner, who originally had the part, contracted measles that same afternoon.

Beth Anne Moses, as Helen of Troy, needed more sultry composure, but portrayed Helen of Troy quite adequately.

Brenda Headley, Norma Bailey, Joanna Rife, Carol Bingley, Betsy Enos and Della Humphrey comprised the chorus which added poignant symmetry to the tense tragedy. A Greek chorus which chants or speaks in unison is difficult to portray, however, these girls came through excellently.

Direction and set design by Shirley Cadle Williams were, as usual, brilliantly executed. She leaves the MWC stage having contributed one of the better productions to its repertoire. Gurth Hall, assistant director and Gigi Grill, set director, in their first behind the scenes attempts, were hampered by many difficulties. However, they rose above them, the results being quite effective.

The professional touch in direction appeared from beginning to end, from the smallest role to the central figure, to the set effect. The tragedy of "The Trojan Women" may prove to be one of the Players' finest hours.

Nichols, Andrews, 'TW' Capture Top Three Oscars At MWC Awards Night

Every year on the Academy Awards night, there seems to be one show that walks off with all the Oscars. This year in the motion picture world "Mary Poppins" amassed all the awards. At MWC, "The Trojan Women," hardly the "Mary Poppins" of the theatre, did the same, winning in 10 categories.

At the MWC Players' Awards night, held last Tuesday, the Academy of Dramatic Arts and Sciences announced the '64-'65 award winners. They are as follows:

Best Publicity by a student: Jane Knight, for "Trojan Women."

Best Programs by a student: Sandy Pearson, for "eynard the Fox."

Best Costuming: Kitty Evans, for "The Chalk Circle."

Best Sound: Sandy Pearson, for "Reynard the Fox."

Best Lighting: Mickey Black and Nancy Shackelford, for "Trojan Women."

Best Technical Production (Stage Managing): Becky T. Nunn, for "Reynard the Fox."

Most Difficult Set: Gigi Grill, for "Trojan Women."

Best Over-all Set Effects: Gigi Grill, for "Trojan Women."

Best Props: Sue Palmer, for "The Chalk Circle."

Best Make-up: Helen Black, for "The Chalk Circle."

Best Character Actor: Bud Helman, for his dual role in "She Swoops to Conquer."

Best Character Actress: Brenda Koon, as Cassandra in "Trojan Women."

Best Supporting Actor: Bud Helman, as Menelaus in "Trojan Women."

Best Supporting Actress: Gigi Grill, as Andromache in "Trojan Women."

Most Taxing Role by a group of students: The Chorus in "Trojan Women."

Best Actor: Bryan Nichols, as Marlow in "She Swoops to Conquer."

Best Actress: Meade Andrews, as Hecuba in "Trojan Women."

Best Production: "Trojan Women."

The annual outstanding Senior Award preside to the Drama major proficient in theatrical as well as academic endeavors went to Becky T. Nunn.

Key Awards were presented to Bud Helman and Michael Houston for continuous participation and interest in the dramatic productions.

Frosh Reading List
(Continued from Page 1)

7. Eric Hoffer—*The True Believer*

8. Franz Kafka—*The Metamorphosis*

9. Arthur Miller—*Death of a Salesman*

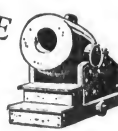
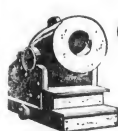
10. Jean Paul Sartre—*Existentialism and Human Emotions*

11. Mark Twain—*The Adventures of Huckleberry Finn*

12. Robert Penn Warren—*All the Kings Men*

CROSS-FIRE

by Cindy Long



After years of being labeled apathetic and inactive, the American college student has confronted these criticisms by demonstrating actively his desire to become involved in the affairs of his campus, country, and world. The academic year 1964-65 will long be remembered as the renaissance of student concern and action. This involvement is a direct outgrowth of the pervading philosophy on campuses across the country that becoming engaged in the world outside is part of becoming educated.

The reasons for this altered attitude are many. Increased emphasis on scientific inquiry and career specialization have reduced for many students the prestige and value of a classic liberal arts education. The demands for more student participation in determining and evaluating curriculum are a result of the desire to improve courses which seem irrelevant and inapplicable to the modern social and political dilemma. In essence, today's student wants education, not scholarship.

Never before have students been confronted with so many opportunities to exhibit their idealism. The Civil Rights Movement, for example, has become one of the prime areas of student action. Reacting to concepts of freedom and justice for all, students have eagerly participated in sit-ins, demonstrations, picket lines, and freedom

marches. However, one basic fact is evident in almost all recent student protests. Today's collegian rallies over specific and isolated issues, not inclusive philosophies. His goals are often short-term ones, relating only to immediate situations.

Many adults are appalled by the protests and demands of students. They fail to realize that the attitudes prevalent on the college campus have been nurtured and encouraged by the permissiveness and pampering typical of many parents, teachers, and society as a whole. Students have been instilled with an increased sense of their own importance and power. Because of the expanded freedom and privileges granted to them in high school and in the home, college students want to retain in college their power. No longer do students hesitate to challenge authority, and the conflict is quickly being reduced to a struggle to decide who will control the university.

American colleges and universities are revolting. The modern student is vigorously protesting stagnancy and the retention of the status quo in every area of modern life. Amidst a turbulent world which is itself in revolution, students are desperately searching for their own identity. This search has led students to initiate a critical reappraisal of the relationship between their personal situation and the world situation.

Editorials

The Last Days

And it came to pass early in the morning of the last day of the semester, there arose a multitude smiting their books and wailing. And there was much weeping and gnashing of teeth, for the day of judgment was at hand and they were sore afraid. For they had left undone those things which they ought to have done, and there was no help for it.

And there were many abiding in the dorm who had kept watch over their books all night, but it naught availeth. But some there were who arose peacefully for they had prepared for themselves the way, and had made straight the path of knowledge. And these wise ones were known to some as the burners of the midnight oil, and by others they were called curve lousers.

And the multitudes arose and ate a hearty breakfast; and they came into the appointed place and their hearts were heavy within them. And they had come to pass, but some to pass out.

And some of them repented of their riotous living and bemoaned their fate, but they had not a prayer. And at the last hour there came among them one known as the instructor, he of the diabolical smile, and passed papers among them and went upon his way.

And many and varied were the answers which were given, for some of his teachings had fallen among fertile minds, others had fallen among the fellows, while still others had fallen flat. And some there were who wrote for one hour, others for two, but some turned away sorrowful. And many of these offered up a little "bull" in hopes of pacifying the instructor, for these were the ones who had no prayer. And when they had finished they gathered up their belongings and went away quietly, each in his own direction, and each one vowing to himself in this manner: "I shall not pass this way again, but it is a long road that hath no turning."

Selah!

Reprinted from *The Gettysburgian*

Student Body Has Grown

Dead week has come and gone, and exams are upon us . . . yet there is lacking on the campus the atmosphere of subdued panic that usually makes itself felt at this time of year. Although all-night term paper sessions did occur during dead week, and though there will be all-night study sessions during the week to come, the student body as a whole seems to be facing this exam period with a great deal more equanimity than in previous years.

This attitude of calm could, and we hope is, symptomatic of a new perspective on the part of MWC students. It is just possible that during the past year, while so very much has been expected of us in the way of meetings to revise Constitutions, convocations, concert series, and bull session, to discuss and chastise errant newspapers, that we have achieved some of that maturity that has been frequently discussed.

It is just possible that we have begun to learn to budget our time so that we can include extra-classroom activities in our schedules with a little less strain and midnight oil.

If this is the case, the prognosis for the 1965-66 school session can be nothing but great . . . and a regret that the Seniors and transferring students must leave Mary Washington at such an exciting stage of her development.

L.G.B.



Adapted with permission from the Richmond Collegian



LETTERS TO THE EDITOR

Dear Editor:

We have noted our campus newspaper's endeavors to create an interesting, informative, and stimulating news media. However it must be pointed out that the student body at Mary Washington has only one printed means of communication—the *Bullet*. This newspaper is financially supported through a common student activities fund.

We feel that because of our common interest in our newspaper we can recommend that certain journalistic standards be upheld by its staff. We agree that issues of general interest to the student body should be printed whether these issues are controversial or not. It is the manner of presentation that we now question. Opionated articles should be balanced with each faction receiving some coverage. No article should be printed unless it contains information obtained from reliable sources and substantiated by fact.

Commentaries are a vital part of any newspaper, but they should clearly indicate that the opinions expressed therein are those of the individual reporter not those of the student body at large.

The standards of our newspaper should reflect respect for the basic personal integrity of each member of our faculty, administration and student body. Just criticism is of infinite value, but critical vindictiveness based on rumor and/or fallacious interpretation should and must be cut from any responsible newspaper. Constructive criticism after thorough investigation of the facts is a step toward essential growth. Wanton criticism based on a desire to invoke discontent can result not in the desired improvement, but in a regression of student-student relationships, student-faculty relationships and student-administration relationships.

Our plea is not to restrict the freedom of the press but to use this freedom with responsible judgment and good taste. Therefore, we respectfully petition that the *Bullet* staff re-examine its own statement of policy.

Sincerely,

Kitty Sheane, Faye Leonard, Jean Saxon, Joan Muse, Susan

Petersen, Martha Poole, Judy Hensley, Marcia Cury, Robin Pond, Ann Perinchief, Nancy L. Herring, Bicky Wood, Anne Bresnahan, Flo Daniel, Linda Martin, Fran Cox, Diane Dodson, Nancy Kemper, Mary Gayle Pettyjohn, Felicity Anne Hallanan, Betsy Huggins, Joyce Epley, Ann Alrich, Anne Sinclair, Vicki Mason, Judith Stoller, Sue Worley, Gayle Atwood, Helen Holland, Sara Rieger, Beverly Payne, Penny Davis, Sally Anderson, Uantip Buphavate, Debbie Goldberg, Ginny Wade, Debbie Robson, Susie Pedigo, Pat Rankin, Betty Spain, Nancy Hamilton, Susan Lohr, Liz Almy, Doris Brown, Christian Parrish, Laura Griffin, Lynn Bard, Kay Dawson, Judy Hodges, Joanne Lott, Katherine Harrison, Susan Lee, B. Susan Wolff, Harriet McGavock, Carol Simmons, Anne Plummer, Sandra Phillips, Joan Peatross, Virginia Hughes, Martha Mitchell, Judy Sutherland, Beverly Porter, Bobbi Bishop, Carol Hamblett, Eva Teng, Glenn McNulty, Murray Roberts, Patricia Boyette, Nancy Shackelford, Genevieve Lee, Sheane, Annie Laurie Newman, Barbara Butler, Sandy Aitken, Bette Rose Passamanek, Mary Helen Watkins, Patti Tuggle, Mary Jane McManus, Virginia L. Bateman, Janet Head, Marty Snigel, Jane G. Farrar, Kathy Goddard, Nancy Alford, Virginia Kjeldsen, Judy Lukmire, Chris Wilson, Susan Cutler, Lec Reddy, Marie France Bast, Sandra Hutchinson, Pat Lewars, Linda Spangler, Annette Maddra, Lynn Smith, Mary Gordon, Yvonne J. Mikspaw, Debbie Owen, Rebecca Fletcher, Marlene Altizer, Jean Ratliff, Joye Prier, Barbara H. Hill, Susan Provost, Pat Williamson, Susan Foster, Kathy Fowler, Peggy Beeler, Louise Stevens, Bobbie Hamblett, Jane Burruss, Carol Ann Delano, Rose Kizer, Martie Cocks, Patty Green, Sharon Tober, Blair Hoffman, Elaine Henry, Linda Sherman, Anne E. Heiline, Linda Glynn, Pat Story, Anne Shotwell, Susan Clarke, Nancy Gebhardt, Jeanne Ball, Marie Fox, Ann Piggott, Pat Eldridge, Carolyn Martin, Stephanie Spritzer, Ellen Donenfeld, Peggy Wilkerson, Betty Adams, Martha Jo Dillard, Deborah Foster, Charlotte Stultz, Ann Moore, Rebecca Humphries, Kitty Rhodes Grey, Katherine Smith, Susan Davidson, Barbara Lynne Sweeney, Martha Hancock, Barbara Jones, Aileen Laughlin, Ann Boatright, Sherry Jackson, Gail Osborne, Kitty Downs, Pat Brown, Irene Hedegcock, Jane C. Crim, Pamela Ward, Marsha Fretwell, Nancy W. Ferguson, Sallie Galloway, Annie Lou Moon, Joan Cuccias, Emily Cosby, Julie Armbrister, Margaret Ross,

(See LETTERS, Page 3)

Relationships

Faculty student relationships and student-faculty relationships . . . sure topics of conversation in any panel discussion, debate, or bull session. Recent analysis of the hinderances to successful, thoughful conversations between faculty members and students have most often articulated the idea that faculty and students are too carefully segregated in too many instances, both in and out of the classroom; in seminar discussions, there are THE faculty participants, and there are THE student participants, and the twain very seldom meet. Even in the C-Shop, the friendly professor is regarded as an eager beaver who dares to cross the "boundary" and the adventuresome student is a goodygoody who is in the process of earning enough "brownie points" to pass a course.

We suggest that if the problem of faculty-student relationships is to be solved, there must be a lowering of barriers. And since mealtime is regarded as an excellent opportunity for relaxed conversation, perhaps the logical places to begin with are the campus eating facilities. Would it be heresy to suggest that the faculty not be given table service in the C-Shop, but that they stand in the same line with students? (This would, of course, necessitate a streamlining of C-Shop ordering procedures.) Or that they be allowed to sit (Heaven forbid!) anywhere in the C-Shop? Or that arrangements be made whereby the harder faculty members might eat in Seacobeck with the students? Or that head residents who currently eat in Seacobeck mingle with the students rather than grouping at the first table in each dining hall.

These suggestions concerning faculty-student relations are centered specifically around student watering holes, and for a very specific reason: mealtime, particularly lunchtime, seems to be one period in the day when both faculty and students have time to sit down and relax and talk, and such an opportunity for chatting—if indeed we really do want to chat with our professors—should not be wasted.

L.G.B.

Everybody's Happy!

The Bullet

Mary Washington College of the University of Virginia.

Fredericksburg, Virginia

Editor-in-chief—Linda Broyles

Associate editor—Marie Campen

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Columnists: C. Long, B. Bailey.

Reporters: P. Barnett, S. Kohl, C. Edwards, J. Hodges, G. Atwood, Z. Thomas, M. Kline, M. E. Hopkins, P. Rankin, N. Gregory, P. Parker.

Letters, con't.

(Continued from Page 2)

bara Stevenson, Phyllis Schreik, Arac Campbell, Penny Pennella, Tracy Downs, Margaret Coughlin, Jackie Harris, Ophelia Baker, Joyce Hylton, Elizabeth Kelling, Luisita Guigarro, Barbara Barry, Becky Seal, Caroline Smith, Sarah Ellis, Patsy B. Jones, Brenda Hand, Jan Yates, Joyanne Arbogust, Jane Ownby, Pat Hartman, Cindy Sydnor, Tina Helfert, Mary Lou Hannabass, Stephanie Frost, Natalie Gregory, Betty Skinner, Nancy Dean, Susan Lowman, Jan Cutler, Alice Radler, Bari Anne Holden, Martha Dabney, Mary Ewald, Roberta McCartney, Jan Croes, Carolyn Johnson, Meade Andrews, Abbie Donald.

Editor's Note: The Bulletin staff acknowledges and appreciates the time and thought put into the above letter, and will consider its contents in planning future issues.

Dear Editor,

The Senior Class is glad to see that the Bulletin has acquired a "backbone". However, is it not possible to combine courage with courtesy? In an adult society, it is considered, rude and ungracious to qualify one's gratitude with unconstructive comments. The committee's first consideration was to select a gift which would be useful to and appreciated by the entire student body. Suggestions would have been welcomed and certainly more beneficial before the decision was made, not after.

In criticizing the gift, the editor failed to mention the memorial scholarship fund, also being established by the class. We hope that this will be a stimulus to further academic achievement at Mary Washington College!

Senior Class Executive Committee
Sara Ellis
Edith Goldberg
Pat Hartman
Ellen Jones

Lisa Corder
Mary Montencourt
Devon Oldfield

Dear Editor,

Have you ever heard of looking a gift-horse in the mouth? Members of the Senior Class
Yes. That's precisely what we did.—Ed.

Dear Editor,

Lately a lot of discussion about the lack of intellectualism on campus has taken place. Many students have complained that the level of conversation here is intellectually low, and the editorialists of *The Bulletin* have criticized students who confine their conversations to dates, dresses, and the dining hall. This criticism is to some extent valid. A college student's interests should not be limited to boys, clothes, and food; however, a college student should not feel that she has to assume an intellectual front in order to impress her peers. It is good for a student to discuss an intellectual subject because she is genuinely interested in it; but it is bad for her to discuss an intellectual subject because she wants to impress other people with her intelligence. Those who prefer not to discuss deep subjects most of the time should not be made to feel, therefore, that they have to discuss deep subjects in order to keep their classmates' respect; this smacks of intellectual snobbery. If students at MWC are as mature as they claim to be, they should be able to choose topics of conversation enjoyable to themselves and to allow others to do the same. Let us not, in our enthusiasm for intellectualism, turn MWC into a community of intellectual hypocrites and snobs.

Sincerely,
MURPHY DAVIS

Dear Editor,

Much has been made over the article by Mack the Knife which appeared in the last issue of *The Bulletin* and I, too, would like to add my voice to the general uproar. Taking a somewhat different approach to the matter, however, I would like to commend and applaud *The Bulletin* staff:

1. For displaying the courage to speak out—even at the risk of subjecting itself to criticism—on issues it felt were of interest and importance to not only this campus, but society at large.
2. For making a mistake in factual information and having the courage to admit it.
3. For exhibiting the wisdom to react intelligently and rationally on the basis of that mistake and for having, again, the courage thus to react.

I sense among us those who now shake their heads and feel secure in believing that any individual, any organization daring to stray from the herd of conventional thought, speech, or action is doomed to err and therefore fall in ignominious defeat. Judging from a historical standpoint, however, I would be cautious any of this belief to be wary of those "non-conformists" who make thoughtful mistakes and follow them up with thoughtful corrections—such dissenters have at times displayed remarkable resiliency and have indeed bounced back with better, sounder, more constructive criticism of the ever-perfectible status quo.

Begging the indulgence of any pessimists, I maintain my stand in the opposite camp, predicting and expecting continued positive progress from *The Bulletin* in its (See LETTERS, Page 6)

Critic's Corner



By MAGGIE KNIGHT

The MWC Players ended their season last week with not only the best production of the year but (the most poignantly beautiful). Euripides' "The Trojan Women" was both esthetically pleasing and historically enlightening.

Nothing was lacking in this performance. Every moment was either action or emotion packed. The play opened on Poseidon, played by George Van Sant, and Athene, played by Becky T. Nunn. These two dramatically set the scene for the desolation of Troy.

Meade Andrews as the tragic Queen Hecuba mourning the Spartan takeover of Troy, wove tenderness and dignity into the tragedy. Meade's performance was professional, although at times her movements were too tense. This left us somewhat exhausted by the end of the play. However, she was nonetheless the embodiment of the bitter, defeated Queen who through numerous disasters, retained her royal pride.

Brenda Koon, as Cassandra burst onto the stage in enraged but melodic madness, captured the audience, and too soon was whisked away, the audience still in the palm of her hand. A description here would be inadequate. Jim Neal as Talibius, although somewhat mechanical and stiff at first, later warmed up and turned out good performance. Gigi Grill as Andromache more than once brought tears to our eyes. As she lost her child Astyanax (Angie Houston), we felt as if the child were not only being torn from her,

but from us, too.

Special commendation rightfully goes to Bud Helman who accepted the role of Menelaus shortly before the play opened. Bud injected a military dignity and stature into the part. Special credit, at this point, also should go to Angie Houston who took the role of Astyanax after an hour's rehearsal on opening night. Nancy Wishner, who originally had the part, contracted measles that same afternoon.

Beth Anne Moses, as Helen of Troy, needed more sultry composure, but portrayed Helen of Troy quite adequately.

Brenda Headley, Norma Bailey, Joanna Rife, Carol Bingley, Betsy Enos and Della Humphrey comprised the chorus which added poignant symmetry to the tense tragedy. A Greek chorus which chants or speaks in unison is difficult to portray, however, these girls came through excellently.

Direction and set design by Shirley Cadle Williams were, as usual, brilliantly executed. She leaves the MWC stage having contributed one of the better productions to its repertoire. Gurth Hall, assistant director and Gigi Grill, set director, in their first behind the scenes attempts, were hampered by many difficulties. However, they rose above them, the results being quite effective.

The professional touch in direction appeared from beginning to end, from the smallest role to the central figure, to the set effect. The tragedy of "The Trojan Women" may prove to be one of the Players' finest hours.

Nichols, Andrews, 'TW' Capture Top Three Oscars At MWC Awards Night

Every year on the Academy Awards night, there seems to be one show that walks off with all the Oscars. This year in the motorcade picture world "Mary Poppins" amassed all the awards. At MWC, "The Trojan Women," hardly the "Mary Poppins" of the theatre, did the same, winning in 10 categories. At the MWC Players' Awards night, held last Tuesday, the Academy of Dramatic Arts and Sciences announced the '64-'65 award winners. They are as follows:

- Best Publicity by a student: Jane Knight, for "Trojan Women."
- Best Programs by a student: Sandy Pearson, for "eynard the Fox."
- Best Costuming: Kitty Evans, for "The Chalk Circle."
- Best Sound: Sandy Pearson, for "Reynard the Fox."
- Best Lighting: Mickey Black and Nancy Shackelford, for "Trojan Women."
- Best Technical Production (Stage Managing): Becky T. Nunn, for "Reynard the Fox."
- Most Difficult Set: Gigi Grill, for "Trojan Women."
- Best Over-all Set Effects: Gigi Grill, for "Trojan Women."
- Best Props: Sue Palmer, for "The Chalk Circle."
- Best Make-up: Helen Black, for "The Chalk Circle."
- Best Character Actor: Bud Helman, for his dual role in "She Stoops to Conquer."
- Best Character Actress: Brenda

da Koon, as Cassandra in "Trojan Women."

Best Supporting Actor: Bud Helman, as Menelaus in "Trojan Women."

Best Supporting Actress: Gigi Grill, as Andromache in "Trojan Women."

Most Taxing Role by a group of students: The Chorus in "Trojan Women."

Best Actor: Bryan Nichols, as Marlow in "She Stoops to Conquer."

Best Actress: Meade Andrews, as Hecuba in "Trojan Women."

Best Production: "Trojan Women."

The annual outstanding Senior Award presented to the Drama major proficient in theatrical as well as academic endeavors went to Becky T. Nunn.

Key Awards were presented to Bud Helman and Michael Houston for continuous participation and interest in the dramatic productions.

Frosh Reading List

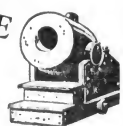
(Continued from Page 1)

7. Eric Hoffer—*The True Believer*
8. Franz Kafka—*The Metamorphosis*
9. Arthur Miller—*Death of a Salesman*
10. Jean Paul Sartre—*Existentialism and Human Emotions*
11. Mark Twain—*The Adventures of Huckleberry Finn*
12. Robert Penn Warren—*All the Kings Men*



CROSS-FIRE

by Cindy Long



After years of being labeled apathetic and inactive, the American college student has confronted these criticisms by demonstrating actively his desire to become involved in the affairs of his campus, country, and world. The academic year 1964-65 will long be remembered as the renaissance of student concern and action. This involvement is a direct outgrowth of the pervading philosophy on campuses across the country that becoming engaged in the world outside is part of becoming educated.

The reasons for this altered attitude are many. Increased emphasis on scientific inquiry and career specialization have reduced for many students the prestige and value of a classic liberal arts education. The demands for more student participation in determining and evaluating curriculum are a result of the desire to improve courses which seem irrelevant and inapplicable to the modern social and political dilemma. In essence, today's student wants education, not scholarship.

Never before have students been confronted with so many opportunities to exhibit their idealism. The Civil Rights Movement, for example, has become one of the prime areas of student action. Reacting to concepts of freedom and justice for all, students have eagerly participated in sit-ins, demonstrations, picket lines, and freedom

marches. However, one basic fact is evident in almost all recent student protests. Today's collegian rallies over specific and isolated issues, not inclusive philosophies. His goals are often short-term ones, relating only to immediate situations.

Many adults are appalled by the protests and demands of students. They fail to realize that the attitudes prevalent on the college campus have been nurtured and encouraged by the permissiveness and pampering typical of many parents, teachers, and society as a whole. Students have been instilled with an increased sense of their own importance and power. Because of the expanded freedom and privileges granted to them in high school and in the home, college students want to retain in college their power. No longer do students hesitate to challenge authority, and the conflict is quickly being reduced to a struggle to decide who will control the university.

American colleges and universities are revolting. The modern student is vigorously protesting stagnancy and the retention of the status quo in every area of modern life. Amidst a turbulent world which is itself in revolution, students are desperately searching for their own identity. This search has led students to initiate a critical reappraisal of the relationship between their personal situation and the world situation.

MWC Art Professor Discusses Problems of College Community In Open Letter Addressed to Bullet Staff and Student Body

By PAULINE G. KING

Aside from the usual schism between generations, I fail to understand WHY the students seem to feel they are in one "camp," while the Faculty and Administration are in another. Possibly the local problem is due to growing pains: I, for one, feel we are horribly "nouveau intellectuel." We seem to be flailing about in all directions, almost helplessly, trying to make a great show of BEING INTELLECTUAL.

First of all we are so saturated with seminars that we have almost lost sight of the fact that learning can take place in any other set of circumstances. As a beginning graduate student I liked nothing better than a seminar because it represented an opportunity for individual study which then could be tested before a group of one's peers. It was a new experience for me. But on that score one dared not get up to present a paper on which he had not worked long and thoroughly. For after the facts were gathered a great deal of private, even isolated, contemplation had to go on, so that the student could show evidence of mature conviction. This is not said with the idea of discouraging spontaneous comment, or questioning, or the goof-off session; but it would seem to me that there is room for sheer private contemplation. I have felt that this is really the area in which we have not yet "arrived." How can one think—unless one THINKS?

Cries Learning Tools

Learning can be sought and achieved through more than one avenue. The classroom "lecture" is not really a lost art, although we are not all virtuosos. Reading is a pleasure not universally engaged in, and one would suppose it would still be possible to learn in this way—that is, when one can find one's contact lenses. Writing a paper may be a fascinating thing, especially when one loves

words: not only their sounds, meanings and derivations, but their abstract appearances. Shapes of letters, words, and their tensile spacings can be elements which convey content in much the same way an abstract painting can penetrate the senses. In short, all persons do not learn in the same way; nor do they show evidence of learning in the same way. Some participate verbally. Some sit there quietly, savoring the flavors of the academic smorgasbord. (All right! so you do smell a dead fish now and then; maybe it's Pop Art!) All teachers cannot be effective by using the same tools.

"Cut System" Is Insulting

As for the "cut system," some of us abhor it. Others think required attendance is necessary, and these persons are not necessarily punitive. The very word "cut" is insulting to the intellect—and just plain discourteous. (And while we are on that subject, whatever happened to just-plain-kindness? It seems to be out of fashion, lately.)

There is nothing flattering about a captive audience. Nor is there any point in giving students grades for polishing the seat of a chair. On the other hand, it is difficult for me to understand a student who does not want to attend classes. Why stay in college at all? Bad teachers? They exist everywhere. The good teacher is a rarity, we hear. The supply of well-trained college teachers is limited; credentials do not always select the best students for admissions, either.

Regarding the larger academ-

ic picture and the "cut system," I do not believe the Faculty is here to coddle, to shepherd, or to protect the student. With a no-attendance-required system in the classroom, the student will have to sink or swim by her own efforts, and I am in favor of this. There will probably be a lot of sinking at the end of the first semester in which we try the new system, but I believe the situation would right itself. However, what about Papa (who pays)? Would he go along with this quick-maturing process? He certainly is due consideration.

Students Are Overloaded

There is one idea worth looking into, which I believe was advanced from the floor, by Linda Basheer, at the first Student Government sponsored "panel discussion" in the Fall. I really do agree that students take too many subjects, at a given time. They do so much running around—coupled with their vast array of club busy-work and campus politics, that time is not allowed for thought and evaluation (AND for warming the seat and the mind in the Library). It would probably be hard to achieve a perfect balance.

I do not know the solution. I do know that in the summer, when there are fewer distractions, a load of three classes a day, five days a week seems ideal. But it does amount to a full-time job: no time for busy-work, academic or otherwise. There is something to be said for concentrated effort and pure enjoyment of what one is doing. But since the summer school schedule represents a kind of

"crash program," over the long winter's haul perhaps a better load would be: three classes a day for four days a week, leaving one day for labs, conferences, etc. This would still add up to a five-day week. This is only one suggestion and it may not be workable. Adjustment would have to be made for the greater number of class periods available that way for each discipline. I have something to say on that, too, but again perhaps it should be left for discussion.

"Togetherness" Is Stifling

Even "family togetherness" has been found to wear thin when the open house-plan provides no individual privacy; let's not stampee ourselves into a state of "intellectual togetherness." The seminar, the agora,

they are fine for producing at most anything except, perhaps, the individual masterpiece.

But why are we sitting around squabbling—separately? Perhaps we do need a forum, at least for use in the immediate future. I still feel that Faculty Meetings should be Faculty Meetings and Student Body Meetings should be just that. These are centers of vested interest; they are needed, too. As a graduate of M.W.C., and as a member of the faculty, I naturally want to be increasingly proud of the institution. I prefer it to be in an institution which is ever-changing, for the better. But let's not throw out the baby with the bath-water!

JUDSON SMITH
PHOTOGRAPHERS
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MIX 'N' MATCH SKYLARKS

By Roxanne



It's the prettiest mix-up of the year from the new Skylarks collection. Three suits in one. Begin with Roxanne's bouncy boyleg trunk with a "kooky" striped, polka dot and plaid belt to halo the hips. Now mix 'n' match with—you guessed it—striped, polka dot, or plaid bras.

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Lacrosse Team Concludes Season Against Lynchburg

Wednesday, May 12, MWC's Honor Lacrosse Team met their final opponent of the season, the girls team from Lynchburg College. Playing with speed and skill Mary Washington defeated Lynchburg by a score of 12 to 5. High scorer and outstanding player for MWC was Tina Palmer.

The Lacrosse Team played Westhampton for their first game of the season on April 29. Playing a tight game all the way MWC went down to defeat with a final score of 13 to 10.

Lacrosse is one of the most interesting competitive sports played on many college campuses today. It is the oldest organized sport in America. Lacrosse was the name given by the French settlers of Canada to the old Indian game of "baggataway" because the implement used, the curved netted stick, resembled a bishop's crozier. The crosse is made of bent hickory wood, and the network oval triangle serves for catching, carrying, or throwing the ball.

The game because of its great speed is regarded as an excel-

lent body conditioner. Play is extremely fast since the ball can be passed and caught at a terrific speed. A good player must be adept in handling his crosse, an ability which requires considerable practice and skill. He must also be in good physical condition and be an alert "team" player.



The MWC Honor Lacrosse team (in light tunics) competes with the Lynchburg College team.

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Students Pick Dorm Leaders

For the first time under the new constitutional provision the entire student body has elected the house presidents of the nine mixed dormitories.

The new house presidents are Carolyn Hogeland, Betty Campbell, Eilene Perna, Marty Spiegel, Janet Hayes, Judy Zipf, Bertha Jo Terry, Alice Ann Moore, and Suzanne Lee.

The new house presidents were elected from a slate of nominees selected by a committee composed of the executive council of SGA and representatives from the classes of the nominees. The committee made its nominations on the basis of written applications and personal interviews with interested sophomores and juniors.

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Seniors Review College Years and Activities

History, Class of 1965

By MEADE ANDREWS

Remember the day you were accepted at Mary Washington? Suddenly, high school seemed to lose its importance; its position at the center of our life seemed to fade. We became impatient; we couldn't wait for June and graduation . . . dreams of entering college took the edge of excitement away from our final days in high school, even though we were reluctant to end this part of our life. Only 3 more months and we would be "college women" . . . mature . . . ready to exchange the regulations of family life for an atmosphere of freedom, an opportunity to seek new ideas . . . meet new people . . . wait a minute . . . it says here in a letter from my big sister that U. Va. is only 72 miles away and Quantico is only 30. "Mother!! Pack my trunk . . . what do you mean, I've got plenty of time? I've got to get there early and avoid all the competition. I'm going to a girls' school, you know."

And so, we waited through the summer, our anticipation growing greater with each day. Finally, on that Sunday in September,

we arrived, the Class of '65 . . . and we were here to stay, complete with a trunk, 3 suitcases, 2 hatboxes, 2 garment bags, a hairdryer, a lingerie chest, and a drying rack. After buying our red and white beanies and our bulletin board, we met our freshman counselor. She handed us a complete schedule for the next 2 weeks . . . one meeting right after another . . . these, we were told, would orient us to the college way of life. By the end of the first week we were oriented all right . . . but to what, we weren't quite sure . . . we were so busy learning what college life was like, we didn't even have time to learn what college life was really like. And we did want to know our roommates a little better . . . after all, if they were going to be wearing our clothes all year . . . Somehow, we survived the maddening pace of freshman year . . . we wondered how . . . there were so many things to adjust to . . . community showers, lack of males on campus . . . well, I guess you could count the maintenance men . . . we saw them . . . at the most unexpected times. Those first mixers . . . dancing—9-12 . . . nine boys to every twelve girls, our roommates and all their eccentricities, our first college exams, No-Doz, saying goodbye to our freshman counselors . . . and all those rules. I was only kidding when I told mother she should publish her rules so that I could remember them all . . . I didn't have to make that request here, even in fun.

Our harried, hurried freshman year was gone . . . we remembered the t.p. calendar we made two months before Thanksgiving. The days went so fast after that, we didn't even have time to mark them off. We paused a moment, trying to remember why we had come, and all that had happened during our first year at Mary Washington. But our thoughts rushed on . . . worried, we waited the summer out, for the upperclassmen had warned us about next year . . . the sophomore slump!

Sophomore Year Arrives

We arrived sophomore year, apprehensive, but looking forward to the luxury of Randolph and Mason. "Oh, you're living in Virginia again this year. That's too bad. Us? We're on 5th floor Randolph . . . you'll have to come and see us. We've really got a rocking hall."

Hopefully, we were a little

wiser now. With us, we carried one year's college experience, and one trunk, 2 suitcases, a garment bag, and our drying rack. Apathy did descend . . . but what could we do . . . it was inevitable! Still, there must have been some who avoided it, some who realized we were here to learn on our own, to be challenged to look beyond the classroom . . . to render more than lip-service to our professors. A few did realize, and the slump was over.

But, on October 22, 1962, all of us were momentarily wrenched from our lethargy, forced to think of the world beyond the college gates. It was 6:00, and all of us were assembled in Seacobeck for the usual sitdown dinner. We awaited the familiar strains of Guy Lombardo and his Royal Canadians . . . or the Hawaiian war chant; instead, we heard the voice of the President of the United States, John F. Kennedy. As he issued his ultimatum to Cuba, talk of last weekend and the weekend to come, ceased, and for this moment, we were united as a class, a college, and as women. Individual apathy was forgotten . . . this crisis affected all of us, and here was a man taking a stand, taking a huge chance, yet unafraid of repurcussion. He was firmly committed to an idea . . . again we wondered, and the sophomore slump seemed to lose its significance. Why were we here . . . was it our purpose here to question all ideas held sacred, and determine their real value . . . to learn commitment to those ideas we believed in . . . to reject all fear of voicing these ideas. Per-

haps next year the answer would come . . . we waited.

Sophs Become Upperclassmen

Junior year . . . no more waiting to be an upperclassman . . . we had arrived . . . with 2 laundry bags and that drying rack. This year brought responsibility . . . many of us were actively serving our college . . . as freshman counselors, house presidents, class officers, or simply as active, influential students, both in and out of class. This was a year of great optimism . . . with many things to anticipate . . . proof that we really belonged here—our class rings . . . that special night in April—ring dance . . . SGA elections . . . finally declaring our majors . . . the thought of "only one more year" . . . for all these we waited. Each of us was filled with high spirits and hope for a bright year . . . when on November 22, 1963, a blackout occurred . . . that man to whom we had looked only a year and one month ago for the ideal of strength,

commitment, vitality . . . had been brutally and absurdly destroyed.

As one person, we felt the horror, the senselessness of this act. In our sorrow, we were drawn together, as we paid tribute to this man who made us look at ourselves, made us consider the world beyond our own isolated campus, made us think. The year was still a good one, but we were no longer filled with blind optimism. Perhaps we saw the world a little more clearly.

Seniors Await "Good Life"

Our senior year . . . this year is special . . . we have a car, and we've brought our t.v. set with us, and all the back issues of *Bride and Home*. Again, we are impatient, again we are awaiting June and graduation. From the very beginning of this year, a sense of expectancy has engulfed us. Almost as soon as we arrived, we were ready to leave. College regulations seem too confining, just as our parents

(See SENIORS, Page 8)

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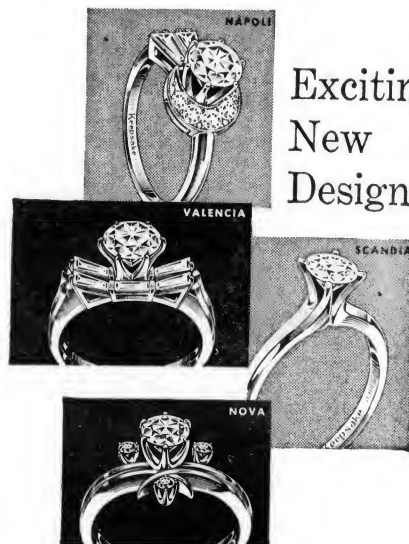
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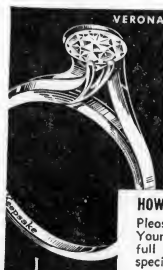


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MWC Art Professor Discusses Problems of College Community In Open Letter Addressed to Bullet Staff and Student Body

By PAULINE G. KING

Aside from the usual schism between generations, I fail to understand WHY the students seem to feel they are in one "camp," while the Faculty and Administration are in another. Possibly the local problem is due to growing pains: I, for one, feel we are horribly "nouveau intellectual." We seem to be flailing about in all directions, almost helplessly, trying to make a great show of BEING INTELLECTUAL.

First of all we are so satiated with seminars that we have almost lost sight of the fact that learning can take place in any other set of circumstances. As a beginning graduate student I liked nothing better than a seminar because it represented an opportunity for individual study which then could be tested before a group of one's peers. It was a new experience for me. But on that score one dared not get up to present a paper on which he had not worked long and thoroughly. For after the facts were gathered a great deal of private, even isolated, contemplation had to go on, so that the student could show evidence of mature conviction. This is not said with the idea of discouraging spontaneous comment, or questioning, or the goof-off session; but it would seem to me that there is room for sheer private contemplation. I have felt that this is really the area in which we have not yet "arrived." How can one think—unless one THINKS?

Cities Learning Tools

Learning can be sought and achieved through more than one avenue. The classroom "lecture" is not really a lost art, although we are not all virtuosos. Reading is a pleasure not universally engaged in, and one would suppose it would still be possible to learn in this way—that is, when one can find one's contact lenses. Writing a paper may be a fascinating thing, especially when one loves

words: not only their sounds, meanings and derivations, but their abstract appearances. Shapes of letters, words, and their tensive spacings can be elements which convey content in much the same way an abstract painting can penetrate the senses. In short, all persons do not learn in the same way; nor do they show evidence of learning in the same way. Some participate verbally. Some sit there quietly, savoring the flavors of the academic smorgasbord. (All right! so you do smell a dead fish now and then; maybe it's Pop Art!) All teachers cannot be effective by using the same tools.

"Cut System" Is Insulting

As for the "cut system," some of us abhor it. Others think required attendance is necessary, and these persons are not necessarily punitive. The very word "cut" is insulting to the intellect—and just plain discourteous. (And while we are on that subject, whatever happened to just-plain-kindness? It seems to be out of fashion, lately.)

There is nothing flattering about a captive audience. Nor is there any point in giving students grades for polishing the seat of a chair. On the other hand, it is difficult for me to understand a student who does not want to attend classes. Why stay in college at all? Bad teachers? They exist everywhere. The good teacher is a rarity, we hear. The supply of well-trained college teachers is limited; credentials do not always select the best students for admissions, either.

Regarding the larger academ-

ic picture and the "cut system," I do not believe the Faculty is here to coddle, to shepherd, or to protect the student. With a no-attendance-required system in the classroom, the student will have a sink or swim by her own efforts, and I am in favor of this. There will probably be a lot of sinking at the end of the first semester in which we try the new system, but I believe the situation would right itself. However, what about Papa (who pays)? Would he go along with this quick-maturing process? He certainly is due consideration.

Students Are Overloaded

There is one idea worth looking into, which I believe was advanced from the floor, by Linda Basheer, at the first Student Government sponsored "panel discussion" in the Fall. I really do agree that students take too many subjects, at a given time. They do so much running around—coupled with their vast array of club busy-work and campus politics, that time is not allowed for thought and evaluation (AND for warming the seat and the mind in the Library). It would probably be hard to achieve a perfect balance.

I do not know the solution. I do know that in the summer, when there are fewer distractions, a load of three classes a day, five days a week seems ideal. But it does amount to a full-time job: no time for busy-work, academic or otherwise. There is something to be said for concentrated effort and pure enjoyment of what one is doing. But since the summer school schedule represents a kind of

"crash program," over the long winter's haul perhaps a better load would be: three classes a day for four days a week, leaving one day for labs, conferences, etc. This would still add up to a five-day week. This is only one suggestion and it may not be workable. Adjustment would have to be made for the greater number of class periods available that way for each discipline. I have something to say on that, too, but again perhaps it should be left for discussion.

"Togetherness" Is Stifling

Even "family togetherness" has been found to wear thin when the open house-plan provides no individual privacy; let's not stampede ourselves into a state of "intellectual togetherness." The seminar, the agora,

they are fine for producing almost anything except, perhaps, the individual masterpiece.

But why are we sitting around squabbling—separately? Perhaps we do need a forum, at least for use in the immediate future. I still feel that Faculty Meetings and Student Body Meetings should be just that. These are centers of vested interest; they are needed, too. As a graduate of M.W.C., and as a member of the faculty, I naturally want to be increasingly proud of the institution. I prefer it to be in an institution which is ever-changing, for the better. But let's not throw out the baby with the bath-water!

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Mu Phi Epsilon Names Scholars

Auditions for the Mu Phi Epsilon scholarship were held on Tuesday, May 11, in George Washington Auditorium. Musical talent from all areas was represented—piano, organ, voice, and instruments. Two music majors and members of the Freshmen Class were recipients of the honors. Miss Betty Sue Amis was awarded a \$50 scholarship toward private music lessons next semester. She performed on the organ a Prelude and Fugue in G by Bach. Miss Hannah Bush was announced runner-up for her flute performance of the third movement of a Sonata by Hindemith. Miss Bush was accompanied by Ann Wilkerson.

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Lacrosse Team Concludes Season Against Lynchberg

Wednesday, May 12, MWC's Honor Lacrosse Team met their final opponent of the season, the girls team from Lynchburg College. Playing with speed and skill Mary Washington defeated Lynchburg by a score of 12 to 5. High scorer and outstanding player for MWC was Tina Palmer.

The Lacrosse Team played Westhampton for their first game of the season on April 29. Playing a tight game all the way MWC went down to defeat with a final score of 13 to 10.

Lacrosse is one of the most interesting competitive sports played on many college campuses today. It is the oldest organized sport in America. Lacrosse was the name given by the French settlers of Canada to the old Indian game of "baggataway" because the implement used, the curved netted stick, resembled a bishop's crozier. The crozier is made of bent hickory wood, and the network oval triangle serves for catching, carrying, or throwing the ball.

The game because of its great speed is regarded as an excel-

lent body conditioner. Play is extremely fast since the ball can be passed and caught at a terrific speed. A good player must be adept in handling his crozier, an ability which requires considerable practice and skill. He must also be in good physical condition and be an alert "team" player.



The MWC Honor Lacrosse team (in light tunics) competes with the Lynchburg College team.

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Seniors Review College Years and Activities

History, Class of 1945

By MEADE ANDREWS

Remember the day you were accepted at Mary Washington? Suddenly, high school seemed to lose its importance; its position at the center of our life seemed to fade. We became impatient; we couldn't wait for June and graduation . . . dreams of entering college took the edge of excitement away from our final days in high school, even though we were reluctant to end this part of our life. Only 3 more months and we would be "college women" . . . mature . . . ready to exchange the regulations of family life for an atmosphere of freedom, an opportunity to seek new ideas . . . meet new people . . . wait a minute . . . it says here in a letter from my big sister that U. Va. is only 72 miles away and Quantico is only 30. "Mother!! Pack my trunk . . . what do you mean, I've got plenty of time? I've got to get there early and avoid all the competition. I'm going to a girls' school, you know."

And so, we waited through the summer, our anticipation growing greater with each day. Finally, on that Sunday in September,

we arrived, the Class of '65 . . . and we were here to stay, complete with a trunk, 3 suitcases, 2 bathtubs, 2 garment bags, a hairdryer, a lingerie chest, and a drying rack. After buying our red and white beanies and our bulletin board, we met our freshman counselor. She handed us a complete schedule for the next 2 weeks . . . one meeting right after another . . . these, we were told, would orient us to the college way of life. By the end of the first week we were oriented all right . . . but to what, we weren't quite sure . . . we were so busy learning what college life was like, we didn't even have time to learn what college life was really like. And we did want to know our roommates a little better . . . after all, if they were going to be wearing our clothes all year . . . Somehow, we survived the maddening pace of freshman year . . . we wondered how . . . there were so many things to adjust to . . . community showers, lack of males on campus . . . well, I guess you could count the maintenance men . . . we saw them . . . at the most unexpected times. Those first mixers . . . dancing—9-12 . . . nine boys to every twelve girls, our roommates and all their eccentricities, our first college exams, No-Doz, saying goodbye to our freshman counselors . . . and all those rules. I was only kidding when I told mother she should publish her rules so that I could remember them all . . . I didn't have to make that request here, even in fun.

Our harried, hurried freshman year was gone . . . we remembered the t.p. calendar we made two months before Thanksgiving. The days went so fast after that, we didn't even have time to mark them off. We paused a moment, trying to remember why we had come, and all that had happened during our first year at Mary Washington. But our thoughts rushed on . . . worried, we waited the summer out, for the upperclassmen had warned us about next year . . . the sophomore slump!

Sophomore Year Arrives

We arrived sophomore year, apprehensive, but looking forward to the luxury of Randolph and Mason. "Oh, you're living in Virginia again this year. That's too bad. Us? We're on 5th floor Randolph . . . you'll have to come and see us. We've really got a rocking hall."

Hopefully, we were a little

wiser now. With us, we carried one year's college experience, and one trunk, 2 suitcases, a garment bag, and our drying rack. Apathy did descend . . . but what could we do . . . it was inevitable! Still, there must have been some who avoided it, some who realized we were here to learn on our own, to be challenged to look beyond the classroom . . . to render more than lip-service to our professors. A few did realize, and the slump was over.

But, on October 22, 1962, all of us were momentarily wrenched from our lethargy, forced to think of the world beyond the college gates. It was 6:00, and all of us were assembled in Seacobeck for the usual sitdown dinner. We awaited the familiar strains of Guy Lombardo and his Royal Canadians . . . or the Hawaiian war chant; instead, we heard the voice of the President of the United States, John F. Kennedy. As he issued his ultimatum to Cuba, talk of last weekend and the weekend to come, ceased, and for this moment, we were united as a class, a college, and as women. Individual apathy was forgotten . . . this crisis affected all of us, and here was a man taking a stand, taking a huge chance, yet unafraid of repudiation. He was firmly committed to an idea . . . again we wondered, and the sophomore slump seemed to lose its significance. Why were we here . . . was it our purpose here to question all ideas held sacred, and determine their real value . . . to learn commitment to those ideas we believed in . . . to reject all fear of voicing these ideas. Per-

haps next year the answer would come . . . we waited.

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Junior year . . . no more waiting to be an upperclassman . . . we had arrived . . . with 2 laundry bags and that drying rack. This year brought responsibility . . . many of us were actively serving our college . . . as freshman counselors, house presidents, class officers, or simply as active, influential students, both in and out of class. This was a year of great optimism . . . with many things to anticipate . . . proof that we really belonged here—our class rings . . . that special night in April—ring dance . . . SGA elections . . . finally declaring our majors . . . the thought of "only one more year" . . . for all these we waited. Each of us was filled with high spirits and hope for a bright year . . . when on November 22, 1963, a blackout occurred . . . that man to whom we had looked only a year and one month ago for the ideal of strength,

commitment, vitality . . . had been brutally and absurdly destroyed.

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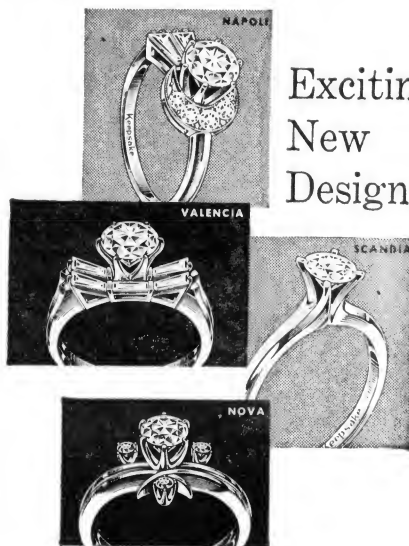
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Doubtful that man will one day run out of new feats to perform? Just take a look at this one: 21 hours in a fallout shelter. You may never have had such an experience, but perhaps someday many will—hopefully not, but it is very much of a revelation to see how concerned some people have become over life in a shelter.

Even Fredericksburg has the spirit and almost every night for the past week, Mr. William T. McChesney from U. Va. has been training our townspeople in civil defense.

The culmination of this was "going under"—in the basement of Ann Carter Lee. It sounded as if it might be worth the experience to a half-interested, half-curious MWC student. So I went "under", carrying three books to keep me occupied during the long hours. Others brought books, but they met with similar fates: I read 4 pages.

We heard over the radio that our country was under nuclear attack. Everyone became an actor in a drama; the cast included shelter manager, chairmen of food, communications, safety. I became medical director. (Imagine, me—I couldn't even prick my finger in biology lab!) But they were all depending on me: that was the key. I dressed wounds, tied a sling for a broken arm, and gave treatment for shock to a survivor who had been in radioactive fallout for 45 minutes; I even gave a briefing on our medical supplies.

We were undergoing two weeks worth of problem in one day, so we went through fire, blackout, and rationing: 3 biscuits for dinner, 2 for breakfast, at 100 calories each. Beverage could not exceed 4 cups (6 oz.) water a day. Sounds spartan? Our lives were brightened with excellent Army-prepared films of realistic fallout shelters that dealt with the psychological problems

that can arise as well as organizational problems and safety hazards.

It was up to the ingenuity of each person to keep the close, warm 8 by 90 foot "home" from becoming unbearable. Checkers and bridge helped, but any chore was very welcome. It is amazing how much one can learn about the basic needs of man when he is stripped of all his material gains and is stuck in a hole with nothing but a few biscuits, warm water and a room full of strange people.

Organization is the first step—everyone must fill out a form and join a committee. The Civil Defense organization has figured out most everything even to the last touches: from soft mattresses and blankets to survival candies—red and white ones that taste the same.

So we mustn't laugh. During our evaluation, one man reminded us that man has used every weapon that he ever invented. We quiver in our boots just a bit and keep building and perfecting fallout shelters.



reconnoitering with Barbara Bailey

President Johnson has shown once again his ineptness in dealing with foreign policy. It seems that he forgot that there is an Organization of American States as he rashly sent American Marines into Santo Domingo to "protect" Americans and other nationals living there.

Oddly enough, as more American refugees were removed from the city, more troops moved in. Suddenly our commitment changed. The Administration justified the presence of troops as a protection against a takeover by "Communist-infiltrated" rebels.

These actions in themselves are well-intentioned and to some extent necessary. However, the President gave orders for them without previous consultation with Latin American leaders. This oversight may set United States-South American relations back twenty years.

Latin Americans have not yet forgotten the continual American occupation of their countries in the early 1900's. They have an

ingrained fear of Marine "invasions." Perhaps this fear is not as prevalent today as is a feeling of disillusionment.

Most of the Dominicans, especially those living in the rebel sector, respect the American desire for democracy. They have even accepted President Johnson's reason for sending in the troops. However, the Americans are gone now, and the people are beginning to question the continued presence of soldiers. The leaders, who know why the troops are still there, feel that American presence has enhanced Communist infiltration.

Latin American officials are and have every right to be angered by United States intervention. The United States, which is perhaps the strongest supporter of the OAS, has too quickly disregarded it.

What prestige this country has had in South America has been torn down because of a reasonless blunder. The price that the United States pays for it will be costly.

Constitution Changes Get Approval

The student body approved last week several major and a number of minor changes in the SGA constitution.

The first change involved the deleting of parts 4, 9, and 12 from section 1 of the by-laws. As passed, it means that the executive officers of YWCA, RA, and ICA, the editors-in-Chief of the *Battlefield*, *Bullet*, and *Ep-aulet*, and the class ushers will not have to meet the qualifications set in the constitution because their organizations are not a part of SGA.

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	By Class				By Major			
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6. Have you seen any of the exhibits in Dupont Gallery?	87	96	88	84	88	85	64	88
7. Have you read three books for pleasure during the past year?	62	63	70	69	74	63	68	65
8. Do you have a personal library other than texts?	84	87	81	87	83	90	91	86
9. Do you subscribe to or read regularly a magazine?	78	81	83	91	84	85	80	88
Type								
fashion	51	52	51	58	51	58	59	50
news	57	65	69	75	64	75	66	72
fine arts	2	4	6	19	5	6	29	1
religious	8	7	12	11	7	17	13	15
literary	9	3	12	14	5	6	7	4
sports	2	1	2	5	1	—	—	4
critical	3	4	7	9	5	6	5	3
10. Do you subscribe to a newspaper?	57	58	66	75	68	75	50	60
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Seven Students, Two Profs Go Underground In Test

Doubtful that man will one day run out of new fears to perform? Just take a look at this one: 21 hours in a fallout shelter. You may never have had such an experience, but perhaps someday many will—hopefully not, but it is very much of a revelation to see how concerned some people have become over life in a shelter.

Even Fredericksburg has the spirit and almost every night for the past week, Mr. William T. McChesney from U. Va. has been training our townspeople in civil defense.

The culmination of this was "going under"—in the basement of Ann Carter Lee. It sounded as if it might be worth the experience to a half-interested, half-curious MWC student. So I went "under", carrying three books to keep me occupied during the long hours. Others brought books, but they met with similar fates: I read 4 pages.

We heard over the radio that our country was under nuclear attack. Everyone became an actor in a drama; the cast included shelter manager, chairman of food, communications, safety. I became medical director. (Imagine, me—I couldn't even prick my finger in biology lab!) But they were all depending on me; that was the key. I dressed wounds, tied a sling for a broken arm, and gave treatment for shock to a survivor who had been in radioactive fallout for 45 minutes; I even gave a briefing on our medical supplies.

We were undergoing two weeks worth of problem in one day, so we went through fire, blackout, and rationing: 3 biscuits for dinner, 2 for breakfast, at 100 calories each. Beverage could not exceed 4 cups (6 oz.) water a day. Sounds spartan? Our lives were brightened with excellent Army-prepared films of realistic fallout shelters that dealt with the psychological problems

that can arise as well as organizational problems and safety hazards.

It was up to the ingenuity of each person to keep the close, warm 8 by 90 foot "home" from becoming unbearable. Checkers and bridge helped, but any chore was very welcome. It is amazing how much one can learn about the basic needs of man when he is stripped of all his material gains and is stuck in a hole with nothing but a few biscuits, warm water and a room full of strange people.

Organization is the first step—everyone must fill out a form and join a committee. The Civil Defense organization has figured out most everything even to the last touches: from soft mattresses and blankets to survival candies—red and white ones that taste the same.

So we mustn't laugh. During our evaluation, one man reminded us that man has used every weapon that he ever invented. We quiver in our boots just a bit and keep building and perfecting fallout shelters.



reconnoitering with Barbara Bailey

President Johnson has shown once again his ineptness in dealing with foreign policy. It seems that he forgot that there is an Organization of American States as he rashly sent American Marines into Santo Domingo to "protect" Americans and other nationals living there.

Oddly enough, as more American refugees were removed from the city, more troops moved in. Suddenly our commitment changed. The Administration justified the presence of troops as a protection against a takeover by "Communist-infiltrated" rebels.

These actions in themselves are well-intentioned and to some extent necessary. However, the President gave orders for them without previous consultation with Latin American leaders. This oversight may set United States-South American relations back twenty years.

Latin Americans have not yet forgotten the continual American occupation of their countries in the early 1900's. They have an

ingrained fear of Marine "invasions." Perhaps this fear is not as prevalent today as is a feeling of disillusionment.

Most of the Dominicans, especially those living in the rebel sector, respect the American desire for democracy. They have even accepted President Johnson's reason for sending in the troops. However, the Americans are gone now, and the people are beginning to question the continued presence of soldiers. The leaders, who know why the troops are still there, feel that American presence has enhanced Communist infiltration.

Latin American officials are and have every right to be angered by United States intervention. The United States, which is perhaps the strongest supporter of the OAS, has too quickly disregarded it.

What prestige this country has had in South America has been torn down because of a reasonless blunder. The price that the United States pays for it will be costly.

Constitution Changes Get Approval

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The first change involved the deleting of parts 4, 9, and 12 from section 1 of the by-laws. As passed, it means that the executive officers of YWCA, RA, and ICA, the editors-in-Chief of the *Battlefield*, *Bullet*, and *Ep-aulet*, and the class ushers will not have to meet the qualifications set in the constitution because their organizations are not a part of SGA.

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Senior History Recalls Beanies, Mortar Boards, Campus Growth

(Continued from Page 5)

tal regulations once did. We have questioned their validity openly, perhaps for the first time.

In fact, this year is not only special, because it is our last but for other reasons different from any other year we've spent here. The **Bullet** has acquired a backbone. The old gripes that we spent so much time discussing privately, have been heard beyond the walls of the dormitory. Many of us have realized that this school is for us, and that improvements can be made, if we are willing to work for them. And action has been taken on this realization. We can be justly proud of the leaders of our SGA, for they have turned those empty, tired words . . . "let's put the student back into student government" . . . into a meaningful reality.

Changes have been made, and students in all classes have taken an active part in making these changes. Through the revision of many rules, faith in thinking individuals has been revealed. And the opportunity to accept or reject this offer of faith in student responsibility has been given. The changes in our campus have been slow in coming, they have even been misunderstood and fought against, but if this year is any indication of the growth of our college, we can be proud that we have had any part in furthering these changes, then our

senior year becomes the most valuable part of our stay here.

Graduation Causes Reflection

Here, in George Washington auditorium, only days away from the final step in our college career, we cannot predict our reaction to our last day as undergraduates. Some of us will be exultant . . . at last, we're leaving this "hole" . . . some of us will react differently, perhaps sadly at the thought of leaving professors and students who strongly influenced our thinking, perhaps happily at the thought of beginning a new life, finding a new freedom. But . . . and I hope this is true . . . each of us will pause . . . for longer than a mere moment . . . and perhaps decide this time what life at Mary Washington for the past four years has meant.

Why did we come here? And we will give the usual reasons for coming . . . society . . . or our parents . . . expected it of us, college is a "blast," we needed something to fill in the time while we waited. Waited for what? For marriage, for enough education to get a good job or to go on, to graduate school? Do we have to justify our reasons for coming here in terms of what will happen after graduation? Perhaps there are

more basic reasons for coming to Mary Washington, or to any college . . . the desire to learn . . . not just about history, literature, or science, but about people and the endless cycle of life which involves these people . . . the desire for stimulation, not only intellectual stimulation, found in all the books we have read, papers we have written, lectures we have heard—but the stimulation that comes from sharing our thoughts with others, from establishing friendships with people who are not afraid to think and voice their thoughts, who offer ideas that challenge the mind.

I hope that the history of our class has been more than a four year period of waiting. Instead of waiting for events to happen, have we made something happen on this campus? Have we helped to ensure a thinking, questioning attitude here, or have we remained apart . . . waiting, hoping that someone will prod us into action. An entire lifetime can be wasted in the continuous act of waiting. Yes, there are things which we must wait for, goals which we cannot reach immediately. We must wait . . . but while we are waiting, can we not make the most of now? Perhaps we are waiting for Mary Washington to

realize her potential as an educational institution, but have we, individually, and as a whole, done anything to further this goal? Judging from the events of the past year, our class and the school, in general, has awakened to the need for recognizing the weaknesses of our college, and attempting to improve them.

But, in working to create a new atmosphere on campus, which puts education in the center ring, it might be well to consider more than just the education of the mind. Doesn't the word education also connote an awakening of the senses, an expansion of the heart? If, in our four year stay here, we

have realized the broader implications of education . . . if we have matured . . . if we have prepared ourselves for life beyond College Avenue, then we have not spent our time merely waiting for May 30, 1965. Our class may not be remembered for one, single, outstanding contribution, but if we have carried the responsibility of awakening those who follow us, to the importance of spending four years of our life at Mary Washington College in the active pursuit of education, expanding its meaning, and emphasizing the importance it carries for our future and the future of Mary Washington . . . then we will be remembered.

Dining Hall States Policy On Seconds

A committee from the Executive Cabinet of S.G.A. has been investigating complaints registered against the dining hall. One of these complaints concerns the policy of giving second helpings at meals. After discussing this with Mr. Robinson, the committee has decided on the following statement of policy.

Mr. Robinson has agreed that seconds shall be given on all items of food as long as they are taken as seconds and not the first time a student passes through the line. In other words, if a student takes one helping of each item when she first goes through the line and, after eating this, still wants a second helping, she may go back and get it.

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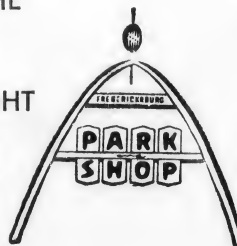
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